

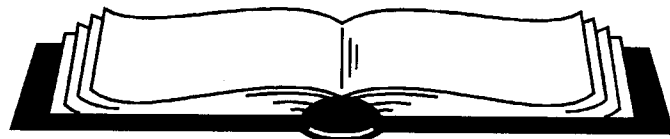
NEW JERSEY

2000-2001

Guidelines and
Application

BEST

PRACTICES

**Deadline for Application to County Office:
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Educational Technology</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>A Taste of the Century</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Bergen</u>		
District (Proper Name)	<u>Midland Park Public Schools</u>		
Address	Street/P. O. Box <u>31 Highland Avenue</u>		
	City <u>Midland Park, New Jersey</u>	<u>07432</u>	Zip Code
Telephone	<u>201-444-1400</u>	Fax <u>201-444-3051</u>	Email
Chief School Administrator	<u>August C. De Preker</u>		
Nominated School #1 (Proper Name)	<u>Highland School</u>		
Address	Street/P. O. Box <u>31 Highland Avenue</u>		
	City <u>Midland Park, New Jersey</u>	<u>07432</u>	Zip Code
Telephone	<u>201-445-5350</u>	Fax <u>201-652-5709</u>	Email
Principal	<u>Frederick M. Triano, Jr.</u>		
Program Developer(s)	<u>Carol Treta and Joan Brennan</u>		
Application Prepared By	<u>Carol Treta, Joan Brennan and Alexis Eckert</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>August C. De Preker</u>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: ☒ Yes ☐ No

County Superintendent's Signature

Baron R. Graham

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)**
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages.** Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. **The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page.** Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
7. **The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels K - 6 _____ _____ _____	Practice Name <u>A Taste of the</u> <u>Century</u> Number of Schools with Practice <u>1</u> Number of Districts with Practice <u>1</u> Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input checked="" type="checkbox"/> Educational Technology <input type="checkbox"/> Gifted and Talented Programs <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards,** addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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A Taste of the Century

1. Describe the practice proposed for recognition, and list the objectives. Detail how the practice is innovative and how it promotes high student achievement.

Two of the best things that can happen for a student in today's schools are using technology for authentic purposes to make connections to real life and solving problems within a career orientated team environment that produces a successful product. These very practices are happening with the sixth grades in our computer lab and art room. The project's objectives, which meet New Jersey's Core Standards, are:

- Students will be able to use technology for the specific purpose of researching a food product from the 20th century.
- Students will be able to demonstrate the skills of keyboarding, managing information, and using general computer knowledge by completing this project.
- Students will be able to recognize the computer as a tool by producing the research-related pamphlet, poster and three-dimensional product.
- Students will be able to collect data for their project by accessing the Internet, CD-ROM's and the school library.
- Students will be able to work cooperatively, manage time efficiently, set goals and demonstrate organizational skills by completing this project.

The project, entitled "**A Taste of the Century**", requires elementary school sixth graders to investigate a food product from the 20th century and produce three related products in the technology lab and the art room. Students develop the understanding that the products introduced in the 20th century were introduced to meet the specific needs of a changing world as well as allowing the students to examine the response of 20th century artists to these changes.

The students in the class are required to select a food product from the teacher provided source list. Students may select a product not on the teacher source list but must discuss this with the technology teacher. Once the product has been selected the students begin the integrated project.

Students in the sixth grade use various technology components to research their product. They use pre-approved Internet sites, CD-ROM encyclopedias, a word processing program, keyboarding skills, and general computer use knowledge to complete the project. The students access the school library as an additional source of printed information during this part of the project. Once the students have completed the research component of the project, they work on producing the three products that demonstrate their knowledge.

First, the students in the technology class produce a researched pamphlet about the food product, which includes historical information in chronological order. The pamphlet must have an associated graphic on both the cover and the inside. Students may use the computer lab scanners or the Internet to procure the required graphics. The historical data on the inside of the pamphlet is bulleted and placed in time order by the learners. The students must include why the product was developed as part of the information found inside the pamphlet. Once the pamphlet is word processed, the students use their editing skills to insure that the information is accurate. They may ask cooperative group teammates to assist with editing. Students then print the pamphlet.

Students learn how to print on both sides of a paper by using the inkjet printers in the technology lab.

As a second component, students in the tech lab apply graphic design skills to create a display poster. The poster must include the five most important facts about the researched product, product name, and product graphic. The students use the technology lab's opaque projector to trace the graphic. Students trace their product label or other representational graphic onto a piece of 12" by 18" white construction paper. Students then use colored pencils to replicate the authentic colors of the product on the traced graphic. Any information on the poster must be word processed by the students; nothing on the poster is to be hand written.

The students produce their third product in the school's art room. While the students are working in the technology lab, they are working on a three dimensional product in the art room. In the art room, the students are required to look at the products from varying viewpoints. They observe the original product from the website and are encouraged to bring in current packages to look at contemporary package design. They examine the work of 20th century artists, which include Andy Warhol's Campbell Soup cans; Claus Oldenberg's soft sculptures, and Wayne Thiebaud's dessert series. The children work in groups of two or three to create an oversized 3-D version of their product. As a group, they decide on an approach for making the three dimensional product. The students can produce an Andy Warhol like copy of their product or a large 3-D replica of the actual food product. The sixth graders decide what materials would be used in the making of the product and how to divide the work between group members.

Once the students in the sixth grade complete all three products, the products are placed on display in the school's hallways. The entire student body, teachers and visitors can admire the work of the students.

2. **List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

Cross-Content Workplace Readiness Standards:

Standard 2.3-Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, trouble-shooting and retrieving and managing information. The "Taste of the Century" project requires students to retrieve and manage all the information collected about the food product for one marking period. Students must manage both their written documentation and technological tools. The project requires the sixth grade students to keyboard their fifteen historical pamphlet facts as well as the information that is to be placed on the poster.

Standard 2.6-Access and assess information on specific topics including both technological (e.g., computer, telephone, satellite) and print resources available in libraries and media center. The sixth graders involved in the project use the computer to access websites about their food product. Students must evaluate the accessed websites and decide if the information they are seeking is found on the websites. If not, the students must find other, more useful websites. The school library is used as the source for printed material for the project.

Standard 2.8-Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce

products. The “Taste of the Century” project is rich in the use of word-processing. Students word-process a product pamphlet in the computer lab. The students use the basics of word-processing which include saving/retrieving information, changing font size and styles, and learning to print on both sides of a paper.

Standard 3.1 – Recognize and define a problem, or clarify decisions to be made. In the art room, the students work together in small groups to make one large product. The students cooperate in order to make the decision of what materials to use. Students had to decide, as a group, how large the product would be, and if the product was to be a copy of an actual package, or the actual food product itself (e.g. a package of Hershey Kisses or the Hershey Kiss). It became necessary for the students to decide how the product would be made, and how to divide the responsibilities needed to complete the task.

Standard 4.2 Work cooperatively with others to accomplish a task
(*Visual and Performing Arts Standard 1.2-Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.*) Both sets of standards overlap in “A Taste of the Century”. These overlapping standards provide a common thread linking this learning experience with a real life work environment. The students need to work cooperatively in order to complete the task in a reasonable amount of time. By participating in this project, students develop an understanding of group member strengths and use those strengths to work as an effective production team.

Standard 4.5 – Provide constructive criticism to others. (*Visual and Performing Arts Standard 1.4-Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.*) At various times during the project, the students discussed their work, made appropriate comments about fellow classmates' work and were able to share ideas and offer helpful suggestions to others.

Visual and Performing Arts Standard 1.3- Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts. The sixth graders had been presented with a variety of media over their elementary careers. They were allowed to choose the materials they felt would be most effective for their food product projects and needed to decide what kind of armature would be most appropriate for it. At times, they were also able to share their expertise in a particular skill or area with another group. The students were able to use the art room computer as a visual aid by checking their food product website from the list supplied by the technology teacher.

Visual and Performing Arts Standard 1.5- All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts. The starting point of the “Taste of the Century” project in the art room was with the artwork of Andy Warhol, Wayne Thiebaud, and Claus Oldenberg. The students were able to build a foundation for the unit of study by looking at and discussing the work of the artists as well as accessing the artists' work through Artcyclopedia and other websites.

3. **Describe the educational needs of students that the practice addresses.**
Document the assessment measures used to determine the extent to which the objectives have been met. Provide assessment and data to show how the practice met these needs.

Technology is the major tool of the 21st century. Therefore, understanding and using technology becomes an essential skill. The use of technology by today's students insures a productive and educated population. By participating in "**A Taste of the Century**" project, students in the school are able to become knowledgeable technology users as well as knowledgeable participants within a team environment.

The seventy-six students in the class, including those with special needs, are able to complete the project. By participating and completing the project, the students are able to use technology as a research, publishing, and word processing tool. The students become educated researchers, recognizing that the Internet is a wonderful source of information, something that supplements the printed materials found in the library, if it is used well. Students in the class have the opportunity to hone their keyboarding skills while working on the project. They must produce a researched pamphlet and poster with word-processed information. This gives students the opportunity to practice the skills that they will find necessary in their future school and work years. Since the project is a marking period in length, students have the opportunity to manage materials and information over a long period of time. Goal setting, organization and time management become factors in this project, all three of which are educational needs for all students. Working on a team, cooperating with all types of individuals, working on and solving problems are all skills that these students need and can practice by participating in this project. By making this a project that reaches outside of the technology lab, students have the opportunity to connect different disciplines, process the same information in different ways, and see the computer as a useful tool rather than an isolated machine.

In the art room, the student product was made with traditional art materials. In addition to these traditional materials, the students continually used the computer to explore websites and research information. Art, therefore was the discipline outside of the technology lab, which gave students the opportunity to connect and process their researched information in a different way.

The measures used to determine the extent to which the objectives have been met include authentic assessment practices blended with traditional scoring criteria. The process includes informal observation by the teacher as how the students are working within the group environment, at the computer physically demonstrating their keyboarding, word processing, and research and desktop skills. The teachers also used the standard methodology of grading the three parts of the project by looking for completion based on specified criteria. The district's established grading system of Outstanding (O), Satisfactory (S), and Needs Improvement (N) was used. Sixty-six students received an S, which by district standards spans the average to the above average range. Approximately, ten students received an O for their exceptional work. Because of high student interest, which included students working on their own time (before/after school, recess and lunch), no one received an N.

4. Describe how you would replicate the practice for another school district.

Replicating the practice for another school district would include posting the project details on the school website. A list of the researchable products, pre-researched websites, student checklist, and note-takers worksheet could be shared with an interested school district. Samples saved by the art and technology teachers could be made available. Both teachers would be glad to answer questions via e-mail or telephone. A site visit to our school to discuss the project and view the samples could be arranged.